

The role of extracurricular activities for kinetic education in developing some physical elements (flexibility, agility) among children in the second phase of primary education - an experimental study at the Martyr

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Abstract:

The researchers aimed through this experimental study on children in the second phase (09-12 years) of primary education in extracurricular activities, to identify the role of a proposed educational program in developing the characteristics of agility and flexibility among children in this educational phase.

The research sample consisted of 62 pupils, where the researchers used an educational program containing a set of kinetic activities and semi-sports games, and tests and measurements specific to agility and flexibility, as the results showed the effectiveness and positive role of the proposed program in developing the characteristics of flexibility and agility among this age group of children.

Keywords: Extracurricular activities, kinetic education, physical elements, second phase primary, late childhood.

1. Introduction:

Algeria has paid great attention to the education sector by focusing on curricula and teaching methods, as well as teacher and professor training programs and educational guidance in various specializations, such as including physical education and sports as a compulsory subject in primary education, by appointing a specialized teacher due to the importance of its content, which contains several topics that are beneficial to the pupil psychologically, physically and socially.

The physical education lesson in the primary stage depends on several theories and methods to achieve educational goals, where small semi-sports games are considered among the most important of these educational methods, as the child is inclined to kinetic activity and kinetic play, as it is a means of expressing himself and releasing his energy and various kinetic and psychological repressions and satisfying his needs for fun, joy, and pleasure, which requires the teacher to optimally exploit this drive towards movement and play and employ it in developing

the child's physical elements, by optimally and skillfully exploiting small semi-sports and sports games.

The concept of physical education for primary school children is very similar to the concept of kinetic education, because when the child acquires the ability to move consciously, he moves from the field of slow, apparent movement to faster, more agile and complex activities, which enable him to acquire high physical fitness, as it expresses his organized behaviors with its educational, interactive educational nature within groups, and contributes to preparing him intellectually, emotionally and physically through the stages of growth in his life, in addition to providing positive social interaction between individuals, and setting social controls that are easy to transfer through social interaction processes such as cooperation and competition, which are determined by curricula and plans that contain programmed activities during classroom and extracurricular school sports activities, and to improve and develop the child's physical elements so that his vital functions are integrated in their growth and work in the best possible way, if the practice of activities is regular, under the supervision of a specialist in this field.

Therefore, the researchers aimed through the study to prove the role of a kinetic education program in developing some physical elements, through its application in extracurricular activities in primary school, specifically for children in the second phase.

Research problem:

Internal and external extracurricular sports activities are complementary and closely linked to the physical education and sports lesson inside the school, as these activities are considered part of the curriculum aimed at developing the skills of pupils in the physical sports activity that they wish to practice, through games and competition in an organized manner between members of the same class or several classes, provided that all pupils are allowed to stand on their level. We observed in most schools in Algeria, regarding these extracurricular activities, the practice of school sports without other kinetic education activities, due to the prevailing belief that school sports are among the pillars of sports movement directed to pupils of different stages of education to put the first steps for the child and the correct guidance that helps him in the future, as many developed countries have given great importance to this sport, by providing the appropriate conditions to make it an effective member in developing the level of sports.

In this context, the researchers believe that the flaw in this belief is that practicing school sports is limited to those who have the high physical abilities and qualities that qualify them to achieve victory for the team or school, without allowing participating for all pupils in the various educational stages to practice these activities inside or outside the school, which leads to discrimination between pupils, which prompted the researchers to give the opportunity to all pupils by proposing the practice of the kinetic education program within extracurricular sports activities, because such programs "play an important role in providing the child with kinetic experiences to support and develop movement by establishing an effective method closely linked to the life of the individual learner (Othman, 1987, p. 98), to raise the level of physical and social efficiency, and to benefit from their latent energy and prepare them for life in a society in which they can exploit their abilities and capabilities, to become individuals capable of work and production, especially with the allocation of a teacher for physical education and

sports in most primary schools, pending the generalization of this project in the coming years, where every teacher in this field will seek to achieve the element of recreation and entertainment by focusing on small games in building training sessions, to instill vitality and activity in the souls of the pupils pupils, and push them to exert all their stored energy. From this standpoint, good preparation of the child, especially in the late childhood stage (9-12 years), is based on the development of some physical elements, due to the developments and morphological and functional transformations that occur to the child at this stage, therefore, the teacher must present the lesson taking into account the aspect of growth, play, and entertainment, taking into account how to formulate these small games to have a positive effect on agility and flexibility, to ensure integrated and harmonious physical and kinetic growth in the pupil; and since the objectives and conditions for completing physical education and sports classes within a primary school in Algeria are very similar to what is contained in kinetic education programs, the researchers applied the kinetic education program (during extracurricular activities) to a sample of pupils in the second phase, appropriate for the late childhood stage, to find out the answer to the general question.

1- The main (General) question:

Does practicing an educational program for kinetic education during extracurricular activities have a positive effect on some physical elements (agility, flexibility) in children in the second phase?

1-2 Sub-questions:

- Are there statistically significant differences between the pre-measurement and post-measurement of the agility trait in the experimental group and the control group?
- Are there statistically significant differences between the pre-measurement and post-measurement of the flexibility trait in the experimental group and the control group?

2- General hypothesis:

Practicing an educational program for kinetic education in extracurricular activities has a positive effect on some physical elements (Agility, flexibility) in children in the second phase.

2-1 Sub-hypotheses:

- There are statistically significant differences between the pre-measurement and the post-measurement of the agility trait in the experimental group.
- There are statistically significant differences between the pre-measurement and the post-measurement of the flexibility trait in the experimental group.

3- Research objectives:

The researchers seek through this research to highlight the following objectives:

- Accomplishing the physical education and sports class using the kinetic education program.
- Studying the multiple characteristics of the child (9-12 years).

- Highlighting the various forms of small games and their role in developing physical elements.
- Drawing attention to the need to implement two (twice) weekly physical education classes instead of one weekly class in primary school.
- Encouraging sports for children through small games, which motivates them to practice sports regularly.

4 - Importance of the research:

The research topic carries in its depths many indications and indicators that highlight its importance, and shed light on the reality of practicing physical education and sports within the primary school, in addition to:

- It contains many means and methods that allow achieving the goals of the educational programs of sports movement in the school environment, due to the large number of practicing students, considering it the place of preparing the future generation, taking into account the characteristics of this age group, and the use of small games and well-studied exercises that would be a means of developing physical aspects, in particular, while adding a fun and joyful character to the lesson.
- Highlighting the status and value of physical elements for children.
- Lack of studies in this field, and the urgent need for such research that addresses such topics.

5- Defining the concepts of the study:

5-1 Kinetic education:

- **Linguistic definition:** It is considered a form of physical education programs, for children, to teach basic movements and acquire physical, kinetic, mental, emotional, and social fitness, by stimulating their cognitive and kinetic abilities and using the individual exploration method within the limits of their capabilities and abilities (Othman, 1987, p. 16).

- **Procedural definition:** Kinetic education is a group of educational and educational movement programs, concerned with preparing the child from all aspects physically, kinetically, mentally, and socially, and it is less formal and less official than physical education and sports, where these programs depend on the elements of entertainment and fun, as they deal with the category of children, by practicing activities, movements and small games that take into account the child's stage of development.

5-2 Extracurricular activities:

- **Linguistic definition:** It is an educational activity outside school hours, aiming to provide an opportunity for outstanding students and those with a hobby to raise their level of performance, and enables students with a weak level to address their weakness and improve their level (Muawad, 1981, p. 117).

- **Procedural definition:** Extracurricular activities are educational activities outside the hours of the classroom curriculum, where the main goal is to provide an opportunity for all students to develop their kinetic and physical skills, raise the level of their kinetic performance, and

also give those with a hobby and desire more hours of sports practice, and students with a weak level can manage their weakness and improve their skill level.

5-3 Physical elements:

- **Linguistic definition:** The set of qualities that constitute physical fitness, and these qualities are the activities that require the use of large and small muscles in a kind of radical manner that leads to sufficiency and quality in performance, and they are the nerves of performance and its essence in any sport and its achievement depends on physical preparation, and upon which the planning, psychological and mental preparation is built (Hamad, 2000, p. 7)

- **Procedural definition:** The set of qualities that distinguish the body's performance, such as strength, agility, flexibility, Endurance, and speed, as these qualities determine the extent of the body's efficiency in various situations and kinetic activities.

5-4 - The second primary stage:

It is called the deepening stage (National Programs Committee, 2003, p. 16), and it includes the fourth and fifth years of primary education.

5-5 - Late childhood:

- **Linguistic definition:** It is the stage of mastering the previously acquired linguistic, kinetic, and mental experiences and skills, where the child gradually moves from the stage of acquisition to the stage of mastery, and the child in himself is stable and has few emotional problems, and tends greatly to the ownership that began to develop before that, and also tends to belong to organized groups after he used to tend before that to just socialize with his peers (Al-Aissawi, 1992, p. 15.)

- **Procedural definition:** It is a stage that extends from the age of nine to the age of The twelfth year of a person's life is an extension of the middle childhood stage, and the last stage of childhood, at the end of which the child moves to the adolescence stage.

6- Research Methodology:

In the field of scientific research, choosing the appropriate method to solve the research problem depends primarily on the nature of the problem itself, and the methods used differ according to the different goals that the researcher wants to achieve (Mohamed Azhar, and others, 1989, p. 42), and in this research, the problem required following the experimental method by designing the pre-test and post-test for the control and experimental groups.

7- Research community:

The researcher conducted a survey study of 62 students, who meet the conditions of the study, studying in the second phase at the Martyr Mohamed Farhat primary School, where the students were randomly divided into two equal groups as follows:

- **The experimental group:** consists of 31 students of the same gender (males), ranging in age from 09 to 12 years.

- **The control group:** consists of 31 students, of the same gender (males), ranging in age from 09 to 12 years.

8- Exploratory experiment:

The exploratory experiment is considered the basic and preliminary basis for the experiment to be conducted, as the researcher has an idea and a view on how to prepare a good ground for work, and through it, he determines:

- The validity, reliability, and objectivity of the tests.
- The extent to which the research sample responds to the tests.
- The difficulties that may hinder the progress of the tests.
- The best way to conduct the tests.
- The extent to which the devices are compatible with the tests. (Al-Samrai, 1981, p. 157)

8-1 Test stability:

The stability of the test means that the test gives the same results if it is repeated on the same individuals in the same conditions, and the retest method is one of the most important methods of stability, as this method is summarized in testing a sample from the original community and retesting them again with the same test in conditions completely similar to the condition in which the test was previously conducted.

This is what the researchers did after conducting the exploratory study and selecting the institution, where they applied the tests to 10 students from the Martyr Farhat Mohamed Institution, who were chosen randomly, where the tests were administered to them and then after a week the same tests were applied to them again and under the same conditions; and by using the simple Spearman correlation coefficient "r" we obtained the results shown in Table 1, and after examining the significance table for the simple correlation coefficient "r", it became clear that the stability coefficient in all tests is very close to the value 1, which is a high correlation, which confirms that the tests have a high degree of stability.

8-2 Validity of the tests:

To ensure the validity of the tests, we used the self-validity coefficient, which is measured by calculating the square root of the test reliability coefficient. The results revealed, as shown in Table 1, that the validity coefficient in all tests is very close to the value 1, which is a high correlation, revealing the validity of the tests.

$$\text{Validity} = \sqrt{\text{Test reliability coefficient}}$$

Table No. 1: Reliability and validity coefficients for physical tests

Studies			
	Sample size	stability coefficient	reliability coefficient

Physical Tests			
Strength Test	10	0.942	0.971
Agility Test		0.879	0.937
Flexibility Test		0.930	0.964

8-3 Objectivity of tests:

Objectivity is considered one of the forms of stability, as it is one of the factors affecting the stability of the test, especially in tests that depend on the assessment of the arbitrators (examiners), "in the field of sports, it is necessary to clarify the instructions for applying the test in terms of its conduct, management and recording of the results, and we find it when a group of arbitrators measure the performance of a group of individuals and record the same results, and in other words, objectivity is an agreement between two arbitrators when measuring an individual in the results using the correlation coefficient between the results" (Farhat, 2001, p. 169).

The set of tests used in the study is easy, understandable, and clear, prepared in advance by specialists, and has procedures and specifications that allow the results to be recorded, and the researchers themselves supervised the application of these tests, which makes them characterized by objectivity.

Through this exploratory experiment, it can be concluded that the tests being applied in this study meet the scientific conditions for testing, which makes them suitable and valid for measurement.

9- Method of conducting the tests:

The pre- and post-tests were conducted on the experimental group and the control group under the same conditions in the playground of the primary school of martyr Mohamed Farhat, and they were applied as follows:

- The first day of the tests was allocated to the control group, and the second day to the experimental group.
- They were conducted at the same time, from 13:30 to 14:30.
- All test items were explained and presented by the researchers to each group before conducting them.
- A small game was conducted for warm-up and to avoid injuries.
- The researchers prepared a special table to record the scores in each test.
- The researchers prepared a special table to record the scores of both groups in the pre-, and post-test.

10- Tests used:

- Flexibility test: a test of bending the trunk from standing forward, and the distance achieved in one attempt is calculated.
- Agility test: Fleischmann slalom running test, the time is calculated for one lap.

11 - Statistical methods:

Statistics is the science that studies all data, organizes it, presents it, analyzes it, and makes decisions based on it; among the statistical techniques used by the researchers are:

11-1 Arithmetic mean: the most commonly used method, as it is considered the result of dividing the set of individuals or the total values that were measured, S1, S2, S3, S4, S n, divided by the number of values n. The formula for the arithmetic mean is written in the following form (Hilmi, 1992, p. 45):

$$\bar{x} = \frac{x_1 + x_2 + x_3 \dots \dots \dots x_n}{n}$$

where "x" is the arithmetic mean, "x-sum" is the sum of the values, and "n" is the number of values.

11-2 Standard deviation "σ": It is the most important measure of dispersion because it is the most accurate, as its use is included in many issues of statistical analysis, and it is symbolized by the symbol σ, if the standard deviation is small, this indicates that the values are close, and vice versa, and it is written in the following formula (Hilmi, 1992, p. 35):

Population Standard Deviation Formula	$\sigma = \sqrt{\frac{\sum (X - \mu)^2}{n}}$
Sample Standard Deviation Formula	$s = \sqrt{\frac{\sum (X - \bar{X})^2}{n-1}}$

where: σ = Standard Deviation; x_i = Terms Given in the Data; $\bar{x}$ = Mean; n = Total number of Terms.

11-3 Student's T-test: This test is used for statistical significance as well as to measure the extent of the significance of the difference between the means of the two groups, as we use the following formula (Al-Samara'i, 1981, p. 76):

$$t = \frac{\sum d}{\sqrt{\frac{n \left(\sum d^2 \right) - \left(\sum d \right)^2}{n-1}}}$$

where: t = Difference mean of the pairs; s = standard deviation

Note: Student's t-law is used in this manner when the two groups are homogeneous and equal in number (n1 = n2).

11-4 Spearman's correlation coefficient "r": Or what is called the stability coefficient, this simple correlation coefficient is used to determine the degree of stability of the test and its formula is as follows (Al-Samarai, 1981, p. 89):

$$r_s = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

12- Presentation, analysis, and discussion of the pre-test results for the two groups and the experimental relationship in the targeted physical elements.

12-1 Presentation and analysis of the pre-test results for the control and experimental groups:

12-1-1 Presentation and analysis of the pre-test results for the control and experimental groups in the agility element.

Table 2: The correlation between the control and experimental groups in the agility element (pre-test).

	Group size	Arithmetic mean	Standard deviation	Degree of freedom	Calcul. t	Tabl. t	Statistical significance at level 0.05
control groups	31	18.23	5.208	60	0.395	1.671	Not statistically significant
experimental groups	31	17.74	4.351				

It is noted from Table 2 that at a degree of freedom of 60 and a significance level of 0.05, the calculated “t” value is 0.395, which is less than the tabular “t” value of 1.671, which means that there is a statistically insignificant difference in the pre-test of the agility element between the control and experimental groups, which indicates the homogeneity of the control and experimental groups in the agility element.

2-1-2 Presentation and analysis of the results of the pre-test for the control and experimental groups in the flexibility element.

Table 3: The correlation between the control and experimental groups in the flexibility element (pre-test).

	Group size	Arithmetic mean	Standard deviation	Degree of freedom	Calcul. t	Table. t	Statistical significance at level 0.05
control groups	31	43.55	5.274	60	0.091	1.671	Not statistically significant
experimental groups	31	43.42	4.739				

From Table 3, it is noted at the degree of freedom 60 and the significance level 0.05 that the calculated “t” value is 0.091, which is smaller than the tabular “t” value 1.671, which indicates the presence of a statistically insignificant difference in the pre-test of the flexibility element between the control and experimental groups, which confirms the homogeneity of the control and experimental groups in the flexibility element.

12-2 Discussion of the results of the pre-tests of the control and experimental groups in the targeted physical elements.

From Tables 2 and 3, it is clear that there is a convergence in the level of the targeted physical elements between the control and experimental groups, which indicates the homogeneity of the two groups in these characteristics, and that the researchers succeeded in dividing the two groups by controlling the variables affecting the test, in addition to that the child at this stage loves to play and compete with others through the group of friends against another group, which makes the majority of them equal. In this regard, Abd Arahman Al-Aissawi believes that “the child seeks competition at this stage and tends to measure and compare his strength and abilities with others, which is embodied through small competitive games, whether between individuals or groups” (Al-Aissawi, 1992, p. 137).

13- Presentation, analysis and discussion of the results of the pre- and post-tests of the control group in the targeted physical elements.**13-1 Presentation and analysis of the results of the pre- and post-tests of the control group:****13-1-1 Presentation and analysis of the results of the pre- and post-tests of the control group in the agility element:****Table 4:** Correlation between the pre- and post-tests of the control group in the agility element

	Group size	Arithmetic mean	Standard deviation	Degree of freedom	Calcul.t	Table. t	Statistical significance at level 0.05
Pre-test	31	18.23	5.208	30	0.12	1.697	Not statistically significant
Post-test		18.14	3.195				

We note from Table 4 that at a degree of freedom of 30 and a significance level of 0.05, the calculated “t” value is 12.0; By comparing it with the tabular “t” value, which is equal to 697.1, we find that the calculated “t” is less than the tabular “t”, which means that there are no significant differences between the pre- and post-tests of the control group in the agility element, which indicates that the results are not statistically significant, and that the agility element in the control group remained at a stable level, so no noticeable positive development occurred, and therefore, the kinetic activities carried out by the members of this group (inside or outside the school) are not sufficient to develop the agility element.

13-1-2 Presentation and analysis of the results of the pre- and post-tests of the control group on the flexibility element:**Table 5:** The correlation between the pre- and post-tests of the control group in the flexibility element

	Group size	Arithmetic mean	Standard deviation	Degree of freedom	Calcul.t	Table. t	Statistical significance

							at level 0.05
Pre-test	31	43.55	5.574	30	1.697	0.414	Not statistically significant
Post-test		42.97	5.280				

We note from Table 5 that at the significance level of 05.0 and at a degree of freedom of 30, the calculated "t" value is 414.0; and when compared to the tabular "t" value, which is equal to 697.1, we find that the calculated "t" is less than the tabular "t", which means that there are no significant differences between the pre- and post-tests of the control group in the flexibility element, which indicates the presence of a statistically insignificant difference (non-significant). The flexibility element in the control group remained at a stable level, and no noticeable positive development occurred, accordingly, the games and kinetic activities performed by the members of this group (inside or outside school) do not contribute to the development and growth of the flexibility element.

13-2 Discussion of the results of the pre- and post-tests of the control group in the targeted physical elements:

It is clear from the pre- and post-tests of the control group in the targeted physical elements, as shown in the results of Tables 4 and 5, that there is stability and constancy in the level for this group, which the researchers attribute to the child's great movement at this stage, resulting from the demands of growth and his latent energy, such that he does not receive the correct guidance to invest these energies, and therefore the individuals of this group need to practice a special and appropriate movement program to exploiting and investing their energies and abilities in a good way, so that it contributes to the development and growth of these physical elements, because this stage is the most appropriate for developing these elements, as confirmed by Krotmanerl, where he considers the age of (9 to 12 years) the best chronological age that should be invested in developing various kinetic abilities (Ali, 1987, p. 84).

3-1 Presentation and analysis of the results of the pre- and post-tests of the experimental group:

13-1-1 Presentation and analysis of the results of the pre- and post-tests of the experimental group in the agility element

Table 6: The correlation between the pre- and post-tests of the experimental group in the agility element

	Group size	Arithmetic mean	Standard deviation	Degree of freedom	Calcul.t	Table. t	Statistical significance at level 0.05
Pre-test	31	17.74	4.351	30	2.019	1.697	Statistically significant
Post-test		15.64	3.683				

We note from Table 6 that at a significance level of 05.0 and a degree of freedom of 30, the calculated “t” value is 019.2; By comparing it with the tabular “t” value, which equals 697.1, we find that the calculated “t” is greater than the tabular “t”, which means there are significant differences between the pre- and post-tests of the experimental group in the agility element, which indicates the existence of a statistically significant difference, also, the agility element of the experimental group improved during the period of implementing the program, and this indicates that the kinetic education program applied during extracurricular activities has a positive effect on the development of the agility element in the experimental group, and thus, the first hypothesis of this study has been achieved.

3-1-2 - Presentation and analysis of the results of the pre- and post-tests of the experimental group in the flexibility element

Table 7: The correlation between the pre- and post-tests of the experimental group in the flexibility element

	Group size	Arithmetic mean	Standard deviation	Degree of freedom	Calcul.t	Table. t	Statistical significance at level 0.05
Pre-test	31	43.42	4.739	30	8.106	1.697	Statistically significant
Post-test		54.29	5.613				

We note from Table 7 that at the significance level of 05.0 and a degree of freedom of 30, the calculated “t” value is 106.8; and when compared to the tabular “t” value, which is equal to 697.1, we find that the calculated “t” is greater than the tabular “t”, which means that there are significant differences between the pre- and post-tests of the experimental group in the flexibility element, indicating the presence of a statistically significant difference; and also the flexibility element of the experimental group also improved during the period of implementing the program, which indicates that the kinetic education program applied during extracurricular activities has a positive effect on the development of the flexibility element of the experimental group, and accordingly, the second hypothesis of this study has been achieved.

13-2 Discussion of the results of the pre- and post-tests of the experimental group in the targeted physical elements

From Tables 6 and 7, it is clear that there was an improvement in the level of targeted physical characteristics for the experimental group, in addition to confirming the achievement of the three hypotheses related to the partial questions of the research, as the researchers attributed this to the fact that the kinetic education program applied during extracurricular activities, which depends on some physical exercises and simple semi-sports games, is the reason for this improvement, because “for the child, play is the only world in which he can have fun, and enjoying freedom his action and expressing his repressions” (Fawzi, Cairo, p. 17), due to its characteristics that are compatible with the child at this stage, especially from its preparatory and motivational side to make an additional effort to reach the satisfaction of goals

and inclinations, which allows the teacher to exploit this opportunity to direct this impulse to outline other goals.

14 - Research conclusions:

Within the limits of the nature of the study and its fields, in its theoretical and applied aspects, and in light of the hypotheses and the methodology followed, and through analyzing the results achieved through the application of the kinetic education program, the researchers were able, after presenting and discussing the results obtained, to reach the following conclusions:

- Convergence between the control and experimental groups in the level of the physical elements tested (agility, flexibility) during the pre-tests.
- Stability and constancy in the level of the elements The targeted physical elements of the control group during the pre- and post-tests, and did not achieve improvement or development during this period.
- Improvement in the level of targeted physical elements of the experimental group in the post-tests in relation to the pre-tests.
- The experimental group achieved progress in the level of targeted physical elements during the post-tests compared to the control group.

In light of the above, we conclude that the kinetic education program applied during extracurricular activities has a positive impact on the physical elements targeted in the research (agility, flexibility), as this study has proven that this program contributes to the development of these elements in the children of the second stage (males), who were included in the experiment, which confirms the importance of studying the subject by the researchers, due to its good after-effects that are beneficial to the health of the child's body and body in the future, in addition to To make children feel self-confident, which creates a kind of good and flexible control of their kinetic skills in preparation for practicing sports, whether in sports club teams or groups of friends.

15- Conclusion:

Kinetic education takes the movement of the body as a starting point to achieve healthy growth of the body, with all its components of mind and conscience, and it also works to provide the child with a variety of movements that help them face the requirements of life, especially school,

In addition, it gives them a basic kinetic structure that qualifies them for the stage of specialized skill practice in sports games, so the researchers wanted to shed light on its impact on some physical elements in children in the childhood stage Late childhood, or as some call it - the third stage of childhood, because it is very sensitive as it is characterized by an increase in muscle mass and weakness in longitudinal growth, which allows for the provision of excess energy that can be exploited and invested in kinetic education, and the development of physical elements that qualify him to participate in sports teams and group games appropriate for him, and teaching him good health habits.

Through all of the above mentioned for this study and its proven importance, the researcher formed a set of observations containing many problems that include several aspects, especially the practice of kinetic education and extracurricular activities in the primary stage; To help avoid and overcome these problems, he sought to address them with a set of proposed recommendations, as follows:

First- In terms of nomenclature: The researchers see the need to reconsider the naming of the physical education and sports class in the primary education stage because it is premature, and because its real programs begin with the beginning of the intermediate education stage (the third stage). If we examine the content of these programs approved by the Ministry of Education to be taught in the first and second stages, we find a radical difference from the programs outlined for the Third, due to the difference in the stages of growth of the child, and these programs in the primary stage are characterized in terms of content by a great similarity to the kinetic education programs, so the researchers believe that it is preferable to change the name of physical education and sports in the primary stage to the name of kinetic education, to give special attention to dealing with children before reaching adolescence.

Second- In terms of the number of hours of weekly allocated classes: Since practicing kinetic education activities is considered the basic method for building the child's personality on the one hand, and on the other hand, raising his level of physical fitness, the average of one class per week is not sufficient for that, therefore, the researchers see raising the number from the average of one class to at least two classes per week, in light of the availability of significant and valuable competencies in this field from graduates of institutes and university colleges with the scientific qualifications to practice the teaching profession.

Third- In terms of extracurricular activities: The fact that the teacher does not receive a salary for supervising these activities leads the majority of them to abandon them and not practice them, as they see them as a waste of time, and thus they are marginalized and do not receive the necessary importance, which prompted the researchers to recommend paying a salary to every teacher who supervises such activities as compensation for his efforts and time, and as an incentive to organize and implement these activities in the best possible way.

Fourth- In terms of implementing kinetic education programs: It is necessary to have extensive knowledge of kinetic education programs and the requirements of the child's development stages to exploit the energy of the child's excessive activity by directing it in a useful way, and transforming it from aimless to purposeful breathing. Therefore, it is necessary to be careful to invest the children's kinetic energies and abilities by tightly organizing kinetic education programs to meet the students' desires, in addition to good and continuous monitoring of all students during the lesson to avoid injuries and dangers, while encouraging the practice of small kinetic games and being keen to organize seminars and study days concerned children's specificities.

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